

DISTRICT SCHOOL JOURNAL,

FOR THE STATE OF NEW-YORK.

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[OFFICIAL.]

COMMON SCHOOL MONIES.

Duty of Commissioners and Trustees of Districts, relative to the payment of depreciated or uncurrent Bank Bills.

The recent failure of some of the Institutions formed under the General Banking Law, and the depreciation of the bills of others, has rendered some general rules relative to the disposition of such bills, in the hands of Collectors, Commissioners and Trustees, necessary. The following general principles have received the sanction of the Superintendent :

1. Commissioners of Common Schools at their annual apportionment of the public money cannot be required to pay to the Trustees of the several districts, any other money than such as they have received from the County Treasurer and Town Collector, if at the time it was received by them, or the Collector, it was current and at par. The money paid by the County Treasurer, having been received by him from the State Treasury, must have been unexceptionable, and no question will therefore be likely to arise as to its soundness. If however such money or that received by the Collector becomes depreciated after its receipt by the Commissioners, or the Collector, they have no other alternative than to pay it over to the Trustees of the several districts.

2. In apportioning the public money among the several districts, the Commissioners should distribute such part of it as may have become depreciated since its receipt by them or the Collector, to each district in just proportion so that each shall participate in the loss according to the amount to be distributed to it.

3. The several Trustees on receiving such depreciated money, should proceed as early and as judiciously as possible, to take such measures as will enable them to realize the greatest amount of value from such depreciated bills, either by exchange, by presenting them for redemption, or by sale, as may upon the whole appear most expedient.

4. Where a tax is levied upon a district for ordinary district purposes, and the Collector in the execution of his warrant, receives money, which was at the time of its receipt current, but becomes depreciated, or a total loss, before the time for paying it over to the Trustees arrives, the district must bear the loss, and the deficiency can only be raised by an additional tax.

5. But where wages are to be paid to a teacher under a contract entered into with him, he is entitled to be paid in good current money : and if on a rate-bill issued for the amount, bills are received, which, although current when paid to the Collector, become depreciated prior to the payment of the wages of the teacher ; or if any portion of the public money applicable and set apart for such payment becomes thus depreciated, the teacher is not bound to receive such depreciated money, but the deficiency must be immediately raised by the Trustees, by another rate-bill made out against all those who send to school.

JOHN C. SPENCER,
Superintendent of Common Schools.

PLANS OF THE SUPERINTENDENT,

For the Improvement and Management of the Common School Fund, and the better organization of the Common Schools.

[FROM THE ANNUAL REPORT.]

(Concluded.)

These were pointed out in the communication to the Legislature made on the 13th April, 1840, (No. 307, Assembly Documents,) transmitting the reports of the visitors of Common Schools. The Superintendent begs leave to refer to that communication, for the reasons at length, in support of the suggestions which he now repeats.

1. A provision that the tuition of indigent children shall be a charge on the district generally, instead of being assessed on those only who send to the school.

In the opinion of the Superintendent, our system now admirably combines the advantages of a free school with those of schools where tuition is paid for. The indigent, are silently, and without wounding their sensibility, exonerated from all expense, and yet, those who are able to pay, are relieved from all feeling of charitable dependence, by contributing very moderate sums for their instruction. All are brought on a level, and equally participate in the benefits of the best schools to be had. But as this exemption is a common benefit, it should be a common burthen. If, as has been intimated in some quarters, the public money should first be applied to the payment of the tuition of the indigent, its effect would be to enhance the price to those, who, although not destitute, might feel the increased expense. And there would be some danger, that the exemptions by the trustees might be too much restricted, from the very natural desire to retain as much of the public money as possible, in reduction of their own rate bills. One of the evils of the existing law, is its tendency, in the same way, to prevent liberal exemptions. The most simple, direct and equitable mode is, to direct the amount, from the payment of which the indigent are exempted, to be raised in the same manner as the expense of building a school-house.

2. Connected with this, is the provision allowing the trustees to exempt from a portion of the tuition money, in cases where the parents may be able to contribute something.

3. Extending the term of office of trustees and commissioners to three years, but providing that one should go out of office in each year. This principle has been adopted in the election of justices, and for the reasons given in the communication referred to, it is believed that it would be equally, if not more, beneficial in the case of the officers mentioned.

4. The qualifications of voters, at district meetings, are not well defined by the existing law, and it admits persons with very questionable rights, while it excludes others. Young men, transiently in a district, by causing themselves to be assessed to work a day on the highways, become voters, in the imposition of taxes, to which they do not contribute, and in relation to the management of a school, which they do not attend, and to which they send no pupils. On the other hand, persons who send children and pay rate bills, may be debarred from any voice in the affairs of the district.

5. Officers of school districts are pecuniary exposed to vexatious suits and heavy personal expenses, for slight mistakes and unintentional omissions, when a complete remedy might have been obtained by the complaining party, on appeal to the Superintendent. No provision exists for defraying these expenses, and none should be made ; but it is conceived, that an adequate and simple remedy will be found in denying costs to the plaintiff, upon a recovery in any case, where he could obtain complete relief from the tribunal established as an umpire in such cases.

The bill which was submitted to the Legislature, at its last session, contained other provisions, some of which would be useful, but do not seem to require any extended notice in this report.

A few other topics have been suggested, or have occurred to the Superintendent, on which, he deems it his duty, to submit some brief observations.

6. In several cities and villages, the public school money is paid over to the municipal authorities, or to the trustees of Lancaster schools, for the purpose of maintaining free schools. From personal observation and satisfactory information, the Superintendent believes, that this mode of applying these funds, fails in attaining the desired object, and produces great injustice to the inhabitants of the places where it prevails, in depriving them of the benefit of common schools, to which they are obliged to contribute, and compelling them to establish select schools at their own expense. The village of Poughkeepsie furnishes an illustration. The whole public money apportioned to the village, paid to the trustees of the Lancaster school, in 1839, and applied to the payment of teachers, was, as appears from the returns, \$1,315.23 ; there are returned 1,778 children, over five

and under sixteen years of age ; and 550 are reported as having attended the school, at different times during the entire year. On a personal visitation of this school, the Superintendent learned that there were a few more than 100 then attending, and that the ordinary number did not exceed 200.

Here then is a flourishing village, where more than two-thirds of the children derive no benefit whatever from the money appropriated by the State, or from that raised by taxes upon their parents. The consequence is, that select schools are established at private expense ; and the consequence of their establishment is, that the district school, so far from exciting any interest in the inhabitants, is almost entirely neglected, and is abandoned by all but the most indigent and the most lowly. And thus a line is drawn, in the first years of childhood, between those in humble circumstances and the wealthy, most injurious to the welfare of each, and fatal to those principles on which our republican institutions rest.

In the city of Hudson, the whole public school money was paid, in 1839, to the trustees of the Lancaster school in that city, amounting to \$1,134.48. No other schools are reported as existing in that city, except the two maintained by that society, one for white, and the other for colored children. The report of the Commissioners states that there were 1,192 children, over five and under sixteen years of age, and that 590 were taught during the year—a lamentable disproportion. Whether the balance go without instruction or attend select schools, the Superintendent has no means of determining.

In the city of Schenectady, the portion of public money that would belong to the compact part of the city, is directed to be paid to the Schenectady Lancaster School Society, which, during the last year, received \$1,396.88. The number of children in the compact part of the city, is reported at 1,065, and the number of children taught in all the schools, over which the trustees had any control, was 360. What became of the remaining 700 we are not informed.

In the city of Utica the whole school money is received by the common council, who have power to establish common and free schools, and to distribute the moneys received among them in such a manner and proportions as they shall deem most useful. The last report states the whole amount of money received, at \$2,576.60 ; the whole number of children in the city over five and under sixteen, at 2,646 ; and the number instructed during the year, at 800 ; less than a third of the whole number.

For the purpose of exhibiting in strong contrast with the preceding results, what has been effected by an organization of schools in cities upon the same plan which prevails generally throughout the State, the Superintendent would submit the following abstract of the returns from the cities of Buffalo and Rochester. Buffalo is divided into fifteen school districts, in each of which a trustee, a clerk and collector are elected. There is a local superintendent for the city who receives an annual salary. In 1839 there were received from the State for teachers' wages,

\$1,585 18

And raised by tax on the city,

5,067 65

There were children over 5 and under 16

3,463

Number of children taught during the year

2,450

Rochester is divided into thirteen districts, including one for colored children. The whole amount of money received from the State and from city taxes was \$3,644.90, in equal sums from each source.

There were children over 5 and under 15,

4,159

And there were taught during the year,

2,538

The schools in the city of Troy also show the advantages of an organization similar to that which prevails generally throughout the State. It is divided into five districts and three parts of districts. The whole amount of money received and raised by tax was \$4,327.63.

The number of children over 5 and under 16

3,828

And the number taught during the year was

1,816

Although this statement is not so favorable as those from Buffalo and Rochester, yet it exhibits a decided superiority in the amount of instruction over those

places where Lancaster schools absorb the public funds.

The direct and unavoidable inference from this comparison is, that those schools fall far short of attaining the objects of their establishment; that they operate injuriously to the cause of education, and unjustly to those who are taxed for their support.—It seems to the Superintendent that there is a fundamental error in committing the management and disbursement of public moneys to any corporation whatever. It violates the first principle of our institutions, which requires that public agents should be directly responsible to the people in the form of an election. It separates the schools from the interest and regards of the people by denying them any participation in their management, and expose them to the designs of selfishness and cupidity. These Lancaster societies are necessarily beyond the control of the laws and superintendence to which the common schools of the State are subjected. No appeal lies from any of their proceedings; and they may therefore exclude or admit whom they please. Their trustees are not required to employ the teachers qualified according to law, nor is there any power of controlling their selection of incompetent or worthless instructors. In short, however useful they may have been some fifteen or twenty years since in aiding the incipient efforts to instruct the children in populous places, yet they have now fallen far behind the wants and the intelligence of the age; the interest which established them has ceased, and it is time they should give place to better systems. The Superintendent therefore recommends that the act directing the payment of the public school moneys to the Lancaster School Society in Poughkeepsie be amended by directing such payment to the commissioners of the town, and that the village of Poughkeepsie be placed under the general laws of the State; and that the corporations of Hudson and Schenectady, and the common council of Utica, have similar powers in respect to common schools with those granted to the city of Buffalo, and subject to the same duties; and that all the proceedings of the common councils of cities and of trustees of villages, when acting as commissioners of common schools, be subjected to the general jurisdiction and superintendence provided by law in relation to other parts of the State.

7. Instances have occurred where the school money of a town has been lost by the infidelity of the commissioners or some one of them, in misappropriating it or in absconding with it. A remedy heretofore suggested, of requiring bonds for their faithful accounting has failed, chiefly on the ground that these officers performed an onerous service without compensation. The law however now provides for their payment. If such a provision should still be deemed objectionable, perhaps a remedy may be found by directing that the school money shall remain in the hands of the county treasurers who give security, to be paid out only to trustees of districts on the written orders of the commissioners.

8. A suggestion has been made from a quarter entitled to great consideration, to amend the 3d subdivision of section 5, Chapter 11, Part 1st, Revised Statutes, so as to authorize the electors of each town to direct at their town meetings, a sum to be raised for the support of their common schools, not exceeding three times the amount required by law to be raised therein for that purpose, instead of an equal sum as now provided by that section. No reasonable objection is perceived to vesting such a discretionary power in the inhabitants of towns, who know best the wants of their schools, and who can not be supposed likely to abuse an authority which can affect only themselves.

9. The duty of making out the annual reports required from trustees of districts and commissioners of towns, is exceedingly laborious, and its performance might be much facilitated by authorizing the transmission to the county clerk for the use of those officers, of printed forms of such reports, with blanks which they would fill up. Accuracy in the reports would be thus secured, and great trouble labor and expense would be saved in obtaining corrections of mistakes which are too apt to occur. Probably during the past year five hundred letters of that description have been written to town commissioners and other officers. Copies might also, with propriety be furnished to county clerks, to enable them to make the transcripts required by law of those filed in their offices. It would be very desirable, also that teachers should be furnished with printed forms properly ruled, at least as a guide to them, in keeping the lists of pupils attending school. There is reason to fear that this duty is now sometimes imperfectly per-

formed, and when that is the case, difficulty in the collection of rate-bills is sure to be the consequence. It is probable that under section 11 of the School Act, the Superintendent now has the authority to provide these forms; and although the expense would be but a few hundred dollars, yet as it has not been heretofore incurred, the undersigned would prefer to have some indication of the measure being approved by the Legislature. If sufficient leisure can be found from the duties of his office, the undersigned would be willing to undertake the preparation of an edition of the common schools acts in force, with a commentary on the several provisions, containing the decisions of the courts and of this department on the various questions that have arisen, and plain, practical directions for the performance of the duties of the subordinate officers.

Respectfully submitted.

JOHN C. SPENCER,
Superintendent of Common Schools.
Albany, January 30, 1841.

REPORTS OF VISITERS OF COMMON SCHOOLS,

Received subsequently to the transmission of the Abstracts, &c., to the Legislature by the Superintendent.

No. I. GREENE, CHENANGO CO.

The undersigned School Visitors of the Town of Greene, County of Chenango, having taken their own town as the field of their operations, beg leave to submit to the consideration of the Superintendent a few remarks in addition to those already presented in their Annual Report:

The scholars appear generally to be making some progress in the various branches which are taught, but yet it is not so great as could be wished, nor yet in some districts as good as might be reasonably expected. In most of the schools the only branches taught are spelling, reading, writing, grammar, arithmetic and geography, and there is too often a palpable defectiveness in the manner of teaching even these; still there are many scholars who have a tolerably good knowledge of these branches, so far as the ordinary class books extend, and who would indeed, have such knowledge under almost any circumstances; and there are others, who, for want of a faculty for directing their own genius, or for want of some one to direct it for them, fall far behind their more ingenious companions.

The undersigned have observed, that there is something in the common school which prevents scholars advancing beyond a certain point:—there is a sort of Rubicon which they cannot pass; and the improvement in many schools consists, in part at least, in the greater rapidity with which they gain this barrier. This remark applies particularly to the smaller schools. The reason of this undoubtedly is that when the teachers have expended their own stock of knowledge, the progress of the pupil must necessarily stop. There can be no kind of question but that want of "sufficient learning and ability" in the teacher, is the great, if not the only obstacle, or at least that on which all others turn, to the greater proficiency of the scholar in the district school. This difficulty has been laid at the door of all sorts of reasons, some of which are doubtless correct, and some of which are perhaps rather theoretical.

The inefficiency of inspectors, and the loose mode of conducting inspections, have been urged as good reasons for the inefficiency of the schools. It is undoubtedly true that there are very many poor and unqualified boards of Inspectors, and it is equally true, that there are many good and efficient ones. Now if we look at the returns of the School Visitors, we shall find the same complaints of poor schools throughout the State, whether the inspectors be good or bad, qualified or not. This then cannot be so fruitful a source of the evil as is believed.

A desire to employ cheap teachers has also been harped upon a good deal as another cause of poor schools. It unfortunately happens that in this trading and speculating country, almost all are particularly inclined to make the best possible bargain, not only in regard to the buying and selling of merchandise, but also in all other respects where "currency" plays a part. But if they are fond of buying cheap, they are equally fond of getting the worth of their money. It must be recollected that there are many districts in which the inhabitants, or a majority of them, are absolutely unable to employ even a cheap teacher for a longer term than is required by the law

for affording a claim on the public money. There are in this Town, for instance, six or seven districts whose average number of scholars, between the ages of five and sixteen, does not exceed thirty. In such districts it will be readily seen that it is difficult to support a school by a "high-priced" teacher, for many months in the year. Suppose for instance the teacher's wages amount to \$20 per month,—this for the required time (four months) would amount to \$80—deduct \$30, the amount of public money, and \$50 remains, to be divided among the number of scholars sent to the school, the average of which would be about twenty or twenty-five. Take the last number and the amount for the term for each scholar is \$2, and all this without including any thing for board or wood, or leaving any of the public fund for the use of a summer school. But this would not be so very onerous a bill if each inhabitant had but one or two scholars, and all were in comfortable circumstances. But it unfortunately happens that there are more or less in most districts, who are but ill able to pay any bill at all; and if to this, the fact be added, that not a few of this class are blessed with families of from five to seven between the ages of five and sixteen, this bill of 10 or \$14 for tuition, is rather an uncomfortable tax, and it is equally unpleasant when other proprietors of the school are forced to pay the bill. It follows, that this "wish to employ cheap teachers" is, in many cases, a matter of actual necessity.

There is yet another reason and we believe a pretty urgent one, and perhaps the strongest, for employing cheap teachers, and that is, that good, well qualified and competent teachers are not to be had, at least in very many cases. This opinion has been expressed by the undersigned on a former occasion. Most inspectors are aware of the fact that it not unfrequently happens that trustees present a teacher for inspection, with a remark that they have travelled for some days, have made untiring exertions, and have been unable to find a teacher except the one present,—if he will not answer, their district must probably loose the benefit of the public money. Now under such circumstances, what are inspectors to do? No board, we imagine, can be found, which will not place their requirements at the very lowest point; because, if the trustees, with all due diligence, are unable to procure the best, it would seem to be no more than right that they should be allowed to procure and employ the best they can. This state of facts is of frequent occurrence, and certainly serves to show that neither trustees nor inspectors are, in all cases, culpable for employing and licensing those who are not in all respects "qualified in respect to learning and abilities."

Other obstacles to the proficiency of scholars exist in the irregularity with which they attend school, and the short time during the year that many attend at all; in the frequent change of instructors, and the different systems and fashions which they pursue in communicating instruction to their pupils.

But these are matters which are only to be remedied by closer supervision—not such, alone, as may be afforded by either town or county inspectors, but such as must come from the trustees, and even more directly, from the proprietors themselves, whenever they shall have been awakened to the necessity of bestowing a little more attention on matters connected with their highest interests.

The question as to how these evils are to be remedied, is one that is more easily asked than answered. It is far easier to find fault, than to devise suitable ways and means by which the fault may be amended. The undersigned would beg leave to repeat a suggestion already made by this County Board of Visitors. It is that trustees be elected for three years, one going out of office yearly, so that the board may in fact be perpetuated. This, they imagine, would be an important improvement, as it would, among other beneficial effects, induce trustees to take more interest in the success and prosperity of the school, and enable them at the same time to follow out one steady course of policy. Under the present arrangement, the policy of the district not unfrequently changes (that is, if there be any policy to change,) as often as a new board of trustees is elected.

The undersigned are perfectly well aware of the absolute inefficiency, too often, of Boards of Inspectors; but notwithstanding, they are not yet ready to say that the present system of inspection should be entirely done away; because in their opinion none better has yet been devised,—at least none which will either ensure, in all cases, competent teachers, or adequate and sufficient inspection of the schools themselves; and they believe that these two are the

cardinal points which are to be kept in view if any change is to be made.

The appointment of County Superintendents is a measure which the undersigned duly appreciate, and which they are willing to believe will be of great benefit to the schools, provided officers of the right stamp can by any means be commissioned. But how, they would ask, are County Superintendents to manufacture a supply of competent teachers, when they neither have, nor can get the material?—and even if this can be done, how are they to obviate the absolute pecuniary inability to employ them, which unquestionably exists in many districts, as has already been noticed?

Again, as to adequate and sufficient inspection of the schools. Take this County for instance;—the whole number of districts in the County, is 296, including one-half of the "joint districts." Now, no man can, in the County, visit more than two schools per day, and even that he can not do, and examine into their detail; and besides, in order that the business of visitation should be efficient, twice in each year is certainly little enough. In this County, the average time during the year that the schools are kept, is seven months, and these seven months, deducting two days in each week (Sundays and also Saturdays, on which day finding a district school in session is rather problematical) would leave but 150 days for accomplishing the whole work of visiting 296 schools at least twice. Now it is perfectly evident that no man can do this, nor even the half of it, if any allowance at all is to be made for bad weather, distance to be travelled over, &c.

It is believed that Boards of Town Inspectors, if properly organized, might, under the eye of the Deputy Superintendent, perform many of the duties, both of inspecting teachers and visiting schools; and from the local knowledge they must necessarily have of their own towns, they might render very essential service to a County Superintendent, who could visit the Town but once or twice in each year.

The undersigned are not so sceptical but that they believe there may be found in most towns in the State a Board of Inspectors, who, if not exactly familiar with the whole detail of common school operations, are, at least, competent to judge pretty correctly of the amount of available knowledge a teacher has at command, and of the progress his pupils make in their studies; and who might be induced to take the office if any means can be devised by which the proper persons can be elected or appointed to the office.

It is too frequently the case now, that the office is considered one of minor importance, and persons are too often elected who are totally unqualified for the post in respect to education, and who are completely destitute of all interest, either personal or any other, in the success of the Common School system. When such are the overseers, it is not wonderful that the whole system should languish.

If any means can be devised to keep the appointment of Inspectors aloof from party politics, (and certainly every thing relating to the education of our youth should be kept as far as possible removed from the turmoil and din of party strife,) it is not impossible that efficient Boards would, in most cases, be appointed.

To effect this, the undersigned are not aware of a more promising proposition than that made by the Superintendent in his late Report to the Legislature, that is, to elect them by the Trustees of Districts.—If Inspectors could be thus elected, and the Boards rendered permanent in the manner proposed for District Trustees, it seems probable that the office of County Superintendent might be rendered available and extensively useful, by means of a general supervision—by lectures—by such visitations and inspections as he should have leisure to bestow, and by directing the efforts of the different Town Boards in such a manner that there should be some unity of action throughout the County; and by means of the County officers, throughout the State.

The undersigned are perfectly aware of the great benefits to be derived from the Common School departments in the Academies and from the establishment of Normal and pattern schools, but they must beg leave to express their opinion that these sources can never supply the 10,000 districts in this State.

It appears that the whole number of students in the Teacher's departments in the Academies, according to the last Report is 668, hardly enough to furnish a piquet guard to the immense army of schoolmasters who find annual employment in the State, and but little more than three teachers to four towns. This ratio may or may not be increased. Of these

teachers, a part take select schools—some go out of the State—some do not take schools at all—and a few make rather indifferent Teachers; so that probably not more than half or two-thirds of the whole number can be found in the district schools, and even these cannot be permanently depended on. It is unquestionably the fact, that eventually, as at present, nineteen-twentieths of the Teachers of district schools will be graduates of the district schools themselves.

But to conclude, the undersigned are induced to believe that the great obstacle to improvement in the district schools, is the want of sufficient interest in their success among the people themselves. Why do Colleges and Academies flourish? because the wealthy and the powerful are interested in their welfare. Why do select schools flourish? because their supporters and patrons are particularly anxious for their success, and exert themselves untiringly, to make interest for them. The supporters of the district school are to be found among the middling classes of the community, and they are too apt, merely to send their scholars to the school, without troubling themselves farther about the matter. The wealthy, the influential, those in authority, and particularly the busy, bustling politician, who is extremely anxious for the welfare of his country, too frequently take little or no notice of, or interest in the humble district school, on which, with all due deference, the ultimate welfare and prosperity of the country, in a great measure, depends. Until then, classes of men can be induced to interest themselves in the matter, it seems probable that the district schools will continue in their present unprofitable state.

The public feeling must be awakened to the necessity of reform,—a revolution must be wrought in public sentiment by some means, else all the efforts of isolated individuals will be of no avail. No great revolution can be brought about without great exertion, nor in these days, without combined action.

We can hardly expect now, the advent of a Peter the Hermit, with persuasive powers sufficient to rule public opinion and mould it to his will; but we are in possession of a still more mighty engine which controls the destiny of nations, and which might render more efficient aid to the cause of popular education, than any, or even all other means which could be brought to bear on the subject. If the Press, throughout the State, could only be induced to unite in this one matter, for the general good of the youth of the commonwealth, and laying aside all minor considerations, and all political bickerings, exert its powers with an eye single to the welfare of the whole, the effect would undoubtedly be, to excite public attention to the subject in such a manner that reform would be the immediate consequence.

A. WILLARD,
J. V. VAN INGEN, } Visitors.
A. G. ORTON,
W. D. PURPLE,

Greene, March 10, 1841.

COMMON SCHOOLS.

From the New-England Farmer.

Though common, these humble seminaries are mighty agents: they are the lever which has raised New-England to her high position. Much as we are indebted to Colleges, Academies, and other similar institutions, we owe more,—inestimably more,—to Common Schools. Opening their doors to all, sowing the seeds of learning, broadcast, over the land, their contributions to intelligence, and consequently to prosperity and enjoyment, though bestowed in small portions to each, yet in the aggregate swell to a vast amount. From these primary assemblies ooze out the rills, which, commingling, form the streams that are ever washing out our moral and political strains. Stop the flowings of these waters, and our fair land would fast blacken with ignorance, vice, and crime. Liberty would lose her richest nourishment, philanthropy her most invigorating draughts, Christianity her invaluable supplies.

Christians, philanthropists, patriots, cherish these nurseries of the mind and heart of the next generation. Place them so high that the children of the rich shall be sent here to meet and mingle with those of the poor; here let all classes early take lessons in republican equality; let the children of the wealthy here learn, in early life, that they are being trained up for scenes in which the most industrious, the most intellectual, the most deserving are to be at the head of the class; here let the poor boy learn, that when he outstrips the rich man's son in the race of

learning or moral excellence, the prize of distinction or approbation will be bestowed upon himself.

Farmers, these schools are invaluable to your children and to your country. Few higher duties rest upon you, than that of lending wise, generous, and constant aid to the school in your own district; notice and encourage the teacher; by precept and example influence all parents to send their children to the school; supply your children well with books; let them be at school in season, and constant in attendance; help cheerfully to make the house comfortable. These points are all of them important; each is worthy of serious thoughts; and when well considered in all their bearings and influences, you cannot fail to see that faith, in our country's future eminence and true greatness, must rest mainly upon the efficiency and high character of the Common School.

How many thoughtless young men have spent those evenings in a tavern or grog-shop, which ought to have been devoted to reading! How many parents, who never spent twenty dollars for books for their families, would gladly have given thousands to reclaim a son or daughter, who had ignorantly and thoughtlessly fallen into temptation!

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- 114, 115. Selections from Foreign Poets. By F. G. Halliwell.
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- 117, 118. Distinguished Men of Modern Times.
119. Counsels to Young Men, &c. By President Nett.
120. The Life and Adventures of Bruce, the African Traveller. By Major Sir Francis Bond Head. Portrait.
- 121, 122. The Life and Works of Dr. Samuel Johnson. By the Rev. Wm. P. Page. Portrait.
123. Political Economy. Its Objects stated and explained, and its principles familiarly and practically illustrated. By Rev. Dr. Potter.
124. The Life and Travels of Mungo Park; with the Account of his Death, from the Journal of Isacco, the substance of later Discoveries relative to his lamented fate, and the Termination of the Niger. Engravings.
125. The Pleasures and Advantages of Science. By Lord Brougham, Professor Sedgwick, Guilan C. Verplanck, and the Rev. Dr. Potter.
126. Two Years before the Mast; a Personal Narrative of Life at Sea. By R. H. Dana, Jr., esq. of Boston.
127. History of Lost Greenland. By a Clergyman.
- 128, 129. American Husbandry; being a Series of Essays, &c., designed for its improvement; compiled principally from the Cultivator and the Genesee Farmer, with Notes and Additions by Willis Gaylord and Luther Tucker, Editors of the Cultivator, &c. Engravings.
- 130, 131. Uncle Phillip's Conversations with the Children about the History of Massachusetts.
- 132, 133. Uncle Phillip's Conversations with the Children about the History of New Hampshire.
134. The Sideral Heavens and other Objects connected with Astronomy, as illustrative of the Character of the Deity and of an Infinity of Worlds. By Thomas Dick, LL. D.
135. First Principles of Chemistry; being a familiar introduction to the Study of that Science. By Prof. Renwick.
136. Life of Jay. By James Renwick, LL. D.
137. The Family Instructor; or a Manual of the Duties, &c. of Domestic Life. By a Parent.
138. History of Connecticut. By Theodore Dwight, esq.
139. Stories for Young Persons. By Miss Sedgwick.
- 140, 141, 142. The History of France. By E. E. Cross, esq.
- 143, 144. The History of Scotland. By Sir Walter Scott.
145. Letters on Natural Magic. By Sir David Brewster.
146. History and Present Condition of the Barbary States. By Rev. M. Russell, LL.D.

[These two last are in the place of the Lives of Clarendon and Hamilton, withdrawn.]

DISTRICT SCHOOL JOURNAL.

GENEVA, N. Y., APRIL 1, 1841.

We cordially thank our correspondent for his letter on the pronunciation of English, and recommend it earnestly to the attention of our readers, particularly the Teachers of District Schools. We could wish, however, that he had treated the matter a little more at large. There are some other sounds quite as odious to the ear as those he has noticed. Let any person who knows and feels the true sound of *a*, as it ought to be pronounced in knowledge, observe how very few there are who speak it correctly. It is in nine cases out of ten, sounded more like *o*, than *a*, and thus mars the effect of every sentence in which it appears. The value of correct pronunciation in English, is far too much overlooked. People think that because they make themselves understood, they therefore speak as they ought, and few are aware how much they are indebted to a previous knowledge of the subject in those they address, and to their own repetitions and gesticulations.

Whilst there is such a rage for raising the standard of Education as at present, it is a pity this point, that is within the reach of every teacher, does not receive more attention. It is of value as it saves time now wasted in replies to "what did you say?" and is and has always been considered a sign of advanced civilization. The Romans cultivated the correct pronunciation of the Latin language, and the fastidious ear of the Athenian could not endure the least fault in this respect, and even the modern Turk stands distinguished and inimitable in his pronunciation of his own language.

One great difficulty in exciting attention to this point in our country, is the perfect self-complacency with which our countrymen regard the pronunciation of themselves and their neighbors. A popular writer of the present day has told us, that *as a nation*, we speak better English than the English themselves, and hence every American (or at least the great majority) infers that he speaks better than every Englishman, and he is sustained in this opinion by the knowledge that to a great extent, America is free from those provincialisms that prevail in different parts of England, and other parts of Great Britain. But our countryman does not remember that the constant influx of foreigners, and the loco-motive character of our population have saved us from those evils, and not our more correct taste, and that as these causes cease to exist, we shall no longer be free from these faults. Even already in the more settled country of New-England, there are peculiarities of pronunciation as well marked, if not so vicious, as any in Old England, and which distinctly show the origin of the speaker. Who could fail to detect a New-Englander after he had used the word *codt*? He calls it *co-et*, divides the sound of the diphthong *ou* in a manner that cannot be expressed in letters, and gives a sound that defies imitation by any but a genuine Yankee tongue,—but which stamps at once and decidedly the origin of the speaker. Again, let him say *beyond*, or *beyend*, as he calls it, and who can mistake him?

If we have at present a purer national pronunciation than others who speak the same tongue, it is surely worth an effort to retain it.

COMMUNICATIONS.

ARTICULATION AND PRONUNCIATION.

Mr. Editor:—I have often heard parents express anxiety to have their children placed under native French teachers, and put to the study of French at

an early age, while the organs are flexible, so that they may acquire an exact pronunciation. Now this is very well, but no great matter, for how often has one occasion to speak French: and a Frenchman has no right to require us to speak French better than Frenchmen speak English. And by the by, the way a Frenchman speaks English after the greatest pains to speak it well, may show us the absurdity of supposing that we can ever learn to speak a foreign language with perfect accuracy of pronunciation and accent, except by long residence where it is vernacular, and commenced at an early age.

What I wish to say especially is, that I do not find so much anxiety about perfect accuracy in the speaking of our own language, a matter on which I think it would be much better bestowed. Yes! but this is a matter of course. Very far from it.—There are few really good speakers of the English language, and the dullest ear will perceive the difference between the beautifully fresh and clear articulation of some, and the thick, muffled, clipped or uncertain articulation of others. Then again there are English sounds, which many, without suspecting themselves of any deficiency, their ears having become accustomed to their sins of speech, never learn to utter. The sound of *r* is sometimes suppressed entirely, as in *hos*, for *horse*; sometimes I have heard it pronounced as *th*, as *bthight* for *bright*—and very commonly in this region, it is evaded by a pronunciation, which I confess my inability to record.—*World* is called something like *wild*; *earth*, *ith*, &c.; *urn*, *uh-een*. In this last example, if the *uh* be a mere utterance of the *u* in *urn*, followed by the *een*, all in one syllable, a fair specimen of this kind of abomination may be had.

What is done every day, ought to be done well, and in my opinion, Mr. Editor, it were much better to bestow pains upon the pronunciation of our own language, than upon that which we shall probably never have occasion to speak, which we never can speak with perfect accuracy, if we try, and which we should be considered perfectly at liberty to speak like foreigners, should we ever have occasion to use it.

I would not be understood to undervalue accuracy in any thing. Such opportunities as we have of learning the pronunciation of French, or any other language, let us use with all diligence, for what is worth doing at all, as I have said, is worth doing well, and careful attention to articulation in whatever language, improves the ear. But the thing I censure is the neglect—a very general one,—of the niceties of English pronunciation, while so much is thought of the value of pronouncing French, which is studied generally as a mere accomplishment. This, however, is the secret—it is studied as an *accomplishment*, and therefore with more care. Do, Mr. Editor, try to persuade your readers, that perfectly exact pronunciation of English is a very great accomplishment, and perhaps they will think something of it. P.

"MAKE HASTE SLOWLY."

Mr. Editor:—I suppose you have heard of people getting ahead too fast,—I have, and if this is an evil which the present age has learned not to fear, I am supported by more than one "old saw" in believing that, after all, it is an evil. "The more haste, the less speed," is certainly true, when a man is in such a hurry as not to pick his way well, or to miss his footing. "Soon ripe, soon rotten;" things are not apt to rot before they are ripe.

Your Journal is devoted to education, and my object is to apply the "old saw" to a little pruning of exuberances in this important matter.

My neighbor B.'s son goes to school, and is reckoned a very smart boy. "Come, Tom," said I, "let me hear what you are doing at school." "I am studying Philosophy," said he, "and Rhetoric, and Geometry, &c." "Indeed, you get along fast—you have been through Arithmetic, and English Grammar, and Geography, I suppose," said I. "O yes, sir!" "Well, Tom, how much is three-fourths of five-sevenths?" Tom hesitated. "I can't do it without a slate," said he. "It is easy—but here is a pencil and piece of paper," said I, tearing off the blank leaf of a letter. But poor Tom could not do it. He wrote the fractions wrong side up, and pretty soon confessed that he did not know how to do it. "Well, Tom," said I, "write down six millions four thousand and sixteen." Again Tom was puzzled, and wrote 6000,0004,16, and then 6000,40,16, and so on. "It is a good while since I studied Arithmetic," said Tom. "How long?" "O, as much as six months." "Well," said I, "you touched it lightly, if some of it has not stuck to you." "Add £6, 9s. and 4d. to £3, 5s. 10d." Tom went to work and made out £10, 5s. 4d. "How do you get that," said I. "Why, 10 and 4 are 14—put down 4d, and carry 1." "Stop, stop—carry one for every how many?" "For every 10." "What, always?" "Yes, sir." "This is the universal law of gravitation, which pervades and governs all Arithmetic, is it, Tom?" "I believe that's the rule," said Tom. "Well, Tom, I am afraid you have made more haste than speed in Arithmetic; and now you have gotten through, you are just about ready to begin. How came you to get through Arithmetic without knowing any thing about it?" "Why," said he, "I wanted to get on. Arithmetic is nothing—I wanted to get into something higher. Every body studies Arithmetic." "Yes, to be sure," said I, "every body studies Arithmetic, because nobody can do without it. I see that you mean to do without it, however." "I've studied it," said Tom. "You've been through it, you mean—looked through it, as people say in similar cases; you have not studied it, for you know nothing about it. I wonder, Tom, if you know any more of your other studies, that you have been over. Can you spell?" Tom felt a little too much offended to reply. "Spell Professor, Tom." After a little hesitation, Tom began—"P r o f f e s s o r." "Well, Tom, you've spelt it as I have seen it written by those who have been more acquainted with Professors than you. I think one f might answer. Do you spell at school?" "No, sir—I am in the upper class." "You've got beyond spelling, have you, Tom?" "The master thought I had better be learning something of more importance." "Of more importance?" "Yes, sir, something about the laws of the universe, and philosophy. I don't see what great matter it is if a man spells a word wrong sometimes. People know well enough what he means. Knowing how to spell is not knowing any thing." "When I see a man make mistakes in the simplest part of his education, Tom, I am very much inclined to believe he really does not know much, whatever pretensions he may make in other things. And I find other people judge pretty much in the same way. At your age, Tom, you might have learned to spell with accuracy, and to understand Arithmetic well. It does not cost so much more time to do things well, than to do them badly, as some people think. It is indeed a saving of time, for, Tom, before you are fit for business, you have got to study again some things which you have shuffled through, under the pretence and show of studying them. Do you suppose you know any more of Philosophy than of Arithmetic?" "I think I do."

"Well, Tom, what makes a stone come down, when thrown up into the air?" "Gravitation," Tom replied, with a brightening countenance. "Right, Tom, what can you tell me about gravitation?" "It was invented by Sir Isaac Newton." "Invented by Sir Isaac Newton! Did stones stay in the air, when they were thrown up, before his time?" "No, I suppose not." "Well, what do you mean then?" "The book says so." "It says a very stupid thing, then. How far must a pound of lead be removed from the earth to weigh only half a pound?" "I suppose a pound would weigh a pound every where." "Does not gravitation vary with the distance?" After a little thought, Tom said he believed it did. "Well, what's the law?" "I believe gravitation is as the square of the distance, or something like that." "Well, Tom, I see you carry your ignorance of calculation into Philosophy. So long as it talks of things in general, I suppose you find it easy, but when it comes to be particular and exact, you do not like it so well." "I can't remember all about squares, and numbers, and I don't see any use in it." "I presume not, but till you know things exactly, you do not know them at all. I am afraid, Tom, you have made a show of studying a good many things; for the sake of show, and that you have gotten the reputation of smartness, by the sacrifice of sound knowledge. To know how to spell, and how to work questions in Arithmetic, &c., confers no distinction, and therefore you have thought these, which are indeed the most necessary parts of knowledge, beneath your attention. This will not do, Tom. You must study for knowledge, not for display!"

Poor Tom's was not an uncommon case. His fond father was pleased and flattered with the notion of Tom's being in Philosophy, History, Rhetoric, Political Economy, &c.; and as he was engaged in studies of more learned name, than any other boy in school, thought he was of course a prodigy. School-masters sometimes judge in much the same way, and think the character of their schools established, if they teach these great things, and are ambitious to make classes in them. The effect upon the pupils' minds is much the same as upon Tom's. The smaller things get to be despised, and the little would-be philosophers are all their lives mere dunces in the commonest parts of knowledge. If they would "make haste slowly," they would make better speed. If they would learn a thing thoroughly at first, they would not have it to learn again. If they would take studies in their proper order, and master them perfectly, they would find them helping to the knowledge of each other.

OLD SCHOOL.

For the District School Journal.

HURRAH SCHOOLS.

The hurrah carries it in a great many matters over plain sense and every thing else. It is too often so in regard to schools, and when a new school, on a new plan, and with a flattering programme, and accompanied with showy appointments, is started, it sometimes requires a good deal of moral courage for a man to express a doubt, whether it is all that it professes to be. And yet a few years show the folly of the new plan so thoroughly, that few would be hardy enough to commend it. I think a little cool consideration might in many cases save the expense and mischief of the experiment.

Some time ago, a friend in one of our large cities gave me an account by letter of a school, which was beyond doubt the "crack school" of the city, and delighted all who visited it. It was carpeted—the desks were of mahogany—the boys, as they came in, left their boots in the lobby, and put on slippers—their books and slates were arranged in the choicest

order—a servant waited upon them, and suffice it to say, few schools were so complete and elegant in their appointments, or so exact in their management. It was expensive, of course; but what of that? It was patronized by the first people in the city, and who could doubt, who dared doubt that it was a good school, nay, a first rate school, and that the boy was singularly fortunate, who could get into it.

I mused upon the matter a little, for not having seen it, and been dazzled by its splendor, I could consider it without excitement.

The income of the school was about \$5000. Out of that, the master of the school must support his family, pay the rent and other expenses of his school-room, his assistants, and his servant. He showed his taste for the elegant, in his school room, and could not be supposed to be willing to live shabbily. Well, allow him \$2500 for the support of his family—little enough in the city of —. There remained \$2500. He must lay up something—for all this surplus he would not expend upon his school, if he could help it, for he kept school, just as other people go into kinds of business, for a living, and for the profit of it. Let him lay aside \$1000. Out of \$1500, then, he must pay two assistants and a servant, and the rent, &c. of his room. If we allow \$500 for the rent, incidentals and servant, \$1000 remain to be divided between the two assistants. Could a first-rate teacher be hired for \$500 in the city of —? Certainly not—a man of talents could command a much higher price, and the man who is content to labor for \$500, year after year in a subordinate place, is certainly an ordinary man—and if he had set up a school on his own account, could not have obtained one scholar at the charge for tuition paid at the school in question. But did the principal teach, or did his assistants? I happened to become well acquainted just about that time, with a gentleman from —, who knew this school, and others in the city. I learned from him that the instruction was given principally by the assistants. And what does Mr. — do? He attends to the ordering of matters. To the hurrah part? Just so. Well then, if I may guess, and I was born in Yankee-land, I guess the school, whatever it may be as a show, is no great affair as a school. "You have guessed about right," said he.

Some years ago, I had occasion to know something of another hurrah school. It was very large, and the boys paid large prices for tuition, and wore military dresses, and used sometimes to go out on marches about the country, ostensibly for exercise, really for recruiting. And they did recruit famously—for boys and cash poured in abundantly. Well what sort of a thing was it as a school? The principal was an able man, and made money. The instruction was given by young men, who received about \$150 to \$300 salary, and was about a fair quid pro quo—cheap teachers and cheap teaching. It was hurrah which attracted the boys, and hurrah they got; and when the public began to ask a little more exactly after the amount learned and the moral discipline of the school, the thing died, or rather "absquatulated," to play off the same imposition somewhere else.

My experience has made me very suspicious of "glorious plans," and "prodigious improvements," and "wonderful discoveries" in teaching, and when I see persons engaged in any attempt, by some new method, to make scholars, in very short time, or by some fine labor-saving and money-saving contrivance; when I see gentlemen, who know nothing about education, whatever they may do about trade, blowing the trumpet of some new plan of great promise, and scouting the established systems of education,—and when I see very expensive and showy establishments,

with no resources but tuition and perhaps boarding—so expensive, that it is plain the getters up of it must economize in the salaries of teachers, I say to myself, "here is more hurrah—very pleasant for those engaged in it—but alas! for the pupils."

Give me the school, of whatever rank, which professes to teach no more than it can teach—which expects nothing without labor, both of master and pupils, and which pays its teachers enough to secure good ones, and so well supports them, as not to put them upon the necessity of employing the better or more earnest part of their thoughts "in circumventing sixpences." Hurrah is very well in its place, and sometimes may be necessary to start a good school; but mere hurrah, a people in the habit of saying "what's the use," ought not to be duped by.

I am aware, Mr. Editor, that my remarks have more direct reference to what are called "High" and "Select" schools, than to those to which your useful labors are devoted, but they have no unimportant bearing even upon District schools. Hurrah may get into them, and inflate them, and, making them more showy and more expensive, render them more unsubstantial. I will endeavor to make the application in some future number.

JONATHAN.

We believe there is no person who attends at all to the subject of Education, that does not admit the policy of making provision by law for the education of the people. If there were any doubt on this subject, the following extracts selected from a recent number of the Westminster Review would set it at rest. The passages are taken originally from—

"A Few Notes on the Public Schools and Universities of Holland and Germany, taken during a Tour in the Summer of 1830. By H. W. Barron, Esq., M. P. London.

"A Sketch of the State of Popular Education in Holland, Prussia, Belgium, and France. By the Rev. Thaddeus O'Malley.

"Report of M. Victor Cousin on the State of Public Instruction in Prussia. Translated by Sarah Austin."

WURTEMBERG.

In the kingdom of Wurtemberg, containing less inhabitants than London alone, there is one university, ninety Latin schools, twelve 'real' schools, one agricultural ditto, one polytechnic ditto, one veterinary ditto, two normal schools for teachers, one ditto for army officers, and two thousand two hundred ditto for the people, all under the management and inspection of the Government. Nothing in this important affair, the training of the youth of a nation in the paths they ought to tread, is left to eleemosynary support, or to mere chance. The truly benevolent and wise monarch, who rules over this kingdom as the father of his people, thinks it is his first duty to watch over and guide their education. No branch of instruction is neglected; the rich and noble have every facility afforded them, the poor of every grade have every inducement held out to them to facilitate a solid and a practical education in all the useful arts and sciences. The results are most striking to the commonest impartial observer of the habits and manners of the people. Religious acrimony is totally unknown amongst this nation, and there is no throne in Europe resting on a more solid basis, the affections of the people, than the throne of Wurtemberg, which I attribute principally to the enlightened education afforded by the State to all classes.

HOLLAND.

In Holland, where Protestantism was soon triumphant, educational institutions began also to flourish at an early period, and in fact it will be found in every country (England perhaps alone excepted,) wherever the reformed religion established and extended itself, the Protestant principle of spreading a knowledge of the Scriptures, by means of education, made a corresponding progress.

There can be no hesitation about the universality of education in Holland. We were assured by Mr. Prinsen, the director of the Normal school at Haarlem, that in that town, containing 21,000 inhabitants, there was not a child of the age of six years unable

to read; the proportion actually in school was one in seven of the whole population. But our belief on this subject does not rest on the statement of others, or upon official data, which there is often good reason for mistrusting, but upon our own personal observations. We found the smallest towns and the poorest villages in Holland as well provided with schools as the town of Haarlem: and even on sandy moors, in the inland part of the country, in out-of-the-world sort of places, wherever a neighborhood existed in which forty or fifty children could be discovered within the circuit of a mile, we found them collected in a school. Nor were these schools like our ordinary dame and charity schools; many of them being excellent and all above mediocrity.

In Holland also the effect of the universality of education is already seen in the evidence of an orderly and well conducted population. On this subject, however, it is well that we should always guard ourselves against undue and extravagant expectations of the amount of good to be derived from the benefit of school instruction. Although, perhaps, there is no moral engine greater than that of education, yet no amount of tuition that can be given a child, up to the age of fourteen, however excellent in quality, can be regarded as omnipotent in its effects upon all the physical and moral evils that afflict society. Centuries of education will not altogether remove the evils of bad and mischievous customs and laws, and of national errors and prejudices, which form, in fact, an indirect education, of another kind, often more powerful, and lasting in its influence, than any series of lessons taught within the walls of a school-room.

BELGIUM.

There is now in Belgium no central control, no minister of public instruction, no inspector-general, no provisional commissions, no corps of inspectors, no normal school, no training whatever of teachers, or ordeal to test their capacity. Such is the order of things the clergy have established, and which they pertinaciously uphold; and it is the main point of strife between them and their political antagonists the liberals. Has popular education prospered under this new order? Has the influence of the clergy increased under it? Alas! no; I have visited most of the chief towns in Belgium, and inspected their schools in Liege, Louvain, Mechlin, Antwerp, Ghent, and Brussels, and have every where made diligent inquiries at the best sources, and from all that I have observed, and all that I have learned, I again reiterate my conviction that in this experiment of free instruction, the Belgian clergy have utterly failed, and that by persevering in it, they are incurring no small risk of damaging most seriously the higher and purer interests of the religion they profess, and to which I doubt not they are zealously devoted. The Government having no concern in the matter of even gratuitous primary instruction in Belgium, and no right of inspection over it, it rests altogether with the local authorities to make provision for it; to make any sort of slender provision they like, or, if they like, no provision at all. The large towns have made some such provision, more or less liberally; but in the rural communes nothing can be more deplorable than the mockery of education enacted in most of them. "Out of 252 communes which I visited," says M. Van Nerum, director-in-chief of one of the great popular schools in Ghent, "I found 222 teachers whose only dwelling was a miserable cabin, of only one or two rooms, and which served at once for kitchen, bedroom, and school. To sustain their wretched existence, some were obliged to be both schoolmaster and surveyor; others, schoolmaster and tailor, or dramseller; and almost all were compelled to turn laborers during the summer; and many a time did I find their wives spinning flax or hemp in the midst of the school. To cite but one example out of a crowd of them I gathered: I found in a commune of about 4,000 souls, in the neighborhood of Ghent, a boarding school, the head of which followed, at the same moment, the several trades of a butcher, a dramseller, and a schoolmaster. The ground-floor served at once for school, for dramseller, and for stall: above was the sleeping place for the boarders, and the ceiling, consisting only of rude planks, loosely placed together: the young people lying in their beds could not only hear but see every thing that passed in the drinking shop below.

Amongst the vast majority of mankind, from the beginning of the world to the present hour, the mental faculties, and the higher capabilities of moral and religious feeling, have been dormant and unemployed. —*Quarterly Review.*

EXTRACT FROM A LECTURE ON EDUCATION.

BY HORACE MANN,

Secretary of the Massachusetts Board of Education.

(Continued.)

"An advantage altogether invaluable, of supplying a child, by means of a library and of apparatus, with vivid ideas and illustrations, is, that he may always be possessed, in his own mind, of correct standards and types with which to compare whatever objects he may see in his excursions abroad;—and that he may also have useful subjects of reflection, whenever his attention is not engrossed by external things. A boy who is made clearly to understand the philosophical principle, on which he flies his kite, and then to recognize the same principle in a wind, or a water-wheel, and in the sailing of a ship;—wherever business or pleasure may afterwards lead him, if he sees that principle in operation, he will mentally refer to it, and think out its applications, when, otherwise, he would be singing or whistling. Twenty years would work out immense results from such daily observation and reflection. Dr. Franklin attributed much of his practical turn of mind,—which was the salient point of his immortality;—to the fact, that his father, in his conversations before the family, always discussed some useful subject, or developed some just principle of individual or social action, instead of talking forever about trout-catching or grouse-shooting; about dogs, dinners, dice, or trumps. In its moral bearings, this subject grows into immense importance. How many months,—may I not say years,—in a child's life, when, with spontaneous activity, his mind hovers and floats wherever it listeth! As he sits at home, amid familiar objects, or walks frequented paths, or lies listlessly in his bed, if his mind be not preoccupied with some substantial subjects of thought, the best that you can hope is, that it will wander through dream-land, and expend its activity in chasing shadows. Far more probable is it, especially if the child is exposed to the contamination of profane or obscene minds, that, in these seasons of solitude and reverie, the cockatrice's eggs of impure thoughts and desires will be hatched. And what boy, at least, is there who is not in daily peril of being corrupted by the evil communications of his elders. We all know, that there are self-styled gentlemen among us,—self-styled gentlemen,—who daily, and hourly, lap their tongues in the foulness of profanity; and though, through a morally insane perversion, they may restrain themselves, in the presence of ladies and of clergymen, yet it is only for the passing hour, when they hesitate not to pour out the pent-up flood, to deluge and defile the spotless purity of childhood,—and this, too, at an age, when these polluting stains sink, centre-deep, into their young and tender hearts, so that no moral bleaching can ever afterwards wholly cleanse and purify them. No parent, no teacher, can ever feel any rational security about the growth of the moral nature of his child, unless he contrives in some way, to learn the tenor of his secret, silent meditations, or prepares the means, beforehand, of determining what those meditations shall be. A child may soon find it no difficult thing, to converse and act by a set of approved rules, and then to retire into the secret chambers of his own soul, and there to riot and gloat upon guilty pleasures, whose act would be perdition, and would turn the fondest home into a hell. But there is an antidote.—I do not say for all, but for most, of this peril. The mind of children can be supplied with vivid illustrations of the works of Nature and of Art; its chambers can be hung round with picture-thoughts and images of truth, and charity, and justice, and affection, which will be companions to the soul, when no earthly friend can accompany it.

It is only a further development of this topic, to consider the inaptitude of many of our educational processes, for making accurately-thinking minds. It has been said by some, that the good sense, the sound judgment, which we find in the community, are only what have escaped the general ravage of a bad education. School studies ought to be so arranged, as to promote a harmonious development of the faculties. In despotic Prussia, a special science is cultivated, under the name of *methodik*, the scope of which is to arrange and adapt studies, so as to meet the wants and exercise the powers of the opening mind. In free America, we have not the name,—indeed, we can scarcely be said to have the idea. Surely, the farmer, the gardener, the florist, who have established rules for cultivating every species of grain, and fruit, and flower, cannot doubt, that, in the unfolding and expanding of the young mind, some processes will

be congenial, others fatal. Those whose business it is, to compound ingredients, in any art, weigh them with the nicest exactness, and watch the precise moments of their chemical combinations. The mechanic selects all his materials with the nicest care, and measures all their dimensions to a hair's breadth; and he knows that if he fails in aught, he will produce a weak, loose, irregular fabric. Indeed, can you name any business, avocation, profession, or employment, whatever,—even to the making of hobnails or wooden skewers,—where chance, ignorance, or accident, is ever rewarded with a perfect product?—But in no calling is there such a diversity as in education, diversity in principles, diversity in the application of those principles. Discussion, elucidation, the light of a thousand minds brought to a focus, would result in discarding the worst and in improving even the best. Under this head are included the great questions respecting the order and succession of studies; the periods of alternation between them; the proportion between the exact and the approximate sciences; and what is principal and what is subsidiary, in pursuing them.

There is a natural order and progression in the development of the faculties: "First, the blade, then the ear, afterwards the full corn in the ear." And in the mind, as in the grain, the blade may be so treated that the full corn will never appear. For instance, if any faculty is brooded upon and warmed into life before the period of its natural development, it will have a precocious growth, to be followed by weakness, or by a want of symmetry and proportion in the whole character. Consequences still worse will follow, where faculties are cultivated in the reverse order of their natural development. Again, if collective ideas are forced into a child's mind, without his being made to analyze them, and understand the individual ideas of which they are composed, the probability is, that the collective idea will never be comprehended. Let me illustrate this position by a case where it is least likely to happen, that we may form some idea of its frequency in other things. A child is taught to count *ten*. He is taught to repeat the words, *one, two, &c.*, as words, merely; and if care be not taken, he will attach no more comprehensive idea to the word *ten*, than he did to the word *one*.—He will not think of ten ones, as he uses it. In the same way, he proceeds to use the words, hundred, thousand, million, &c.,—the idea in his mind, not keeping within hailing distance of the signification of the words used. Hence there is generated a habit of using words, not as the representatives of ideas, but as sounds, merely. How few children there are of the age of sixteen,—an age at which almost all of them have ceased their attendance upon our schools,—who have any adequate conception of the power of the signs they have been using. How few of them know even so simple a truth as this, that, if they were to count one, every second, for ten hours in a day, without intermission, it would take about twenty-eight days to count a million. Yet they have been talking of millions, and hundred of millions, as though they were units. Now, suppose you speak to such a person of millions of children, growing up under a highly elaborated system of vicious education, unbalanced by any good influences; or suppose you appeal to him, in behalf of a million of people wailing beneath the smitings of the oppressor's rod,—he gets no distinct idea of so many as fifty; and therefore he has no intellectual substratum, upon which to found an appropriate feeling, or by which to graduate its intensity.

Again, in geography, we put a quarto-sized map, or perhaps a globe no larger than a goose's egg, into a child's hands, and we invite him to spread out his mind over continents, oceans, and archipelagoes, at once. This process does not expand the mind of the child to the dimensions of the objects, but it belittles the objects to the nutshell capacity of the mind.—Such a course of instruction may make precocious, green-house children; but you will invariably find, that, when boys are prematurely turned into little men, they remain little men, always. Physical geography should be commenced by making a child describe and plot a room with its fixtures, a house with its apartments, the adjoining yards, fields, roads or streets, hills, waters, &c. Then embracing, if possible, the occasion of a visit to a neighboring town, or county, that should be included. Here, perpetual reference must be had to the points of the compass. After a just extension has been given to his ideas of a county, or a state, then that county or state should be shown to him on a globe; and, cost what labor or time it may, his mind must be expanded to a comprehension of relative magnitudes, so that his idea

of the earth shall be as adequate to the size of the earth, as his idea of the house or the field was to the house or the field. Thus the pupil founds his knowledge of unseen things upon the distinct notions of eyesight, in regard to familiar objects. Yet I believe it is not very uncommon to give the mind of the young learner a continent, for a single intellectual meal, and an ocean to wash it down with. It recently happened, in a school within my knowledge, that a class of small scholars in geography, on being examined respecting the natural divisions of the earth,—its continents, oceans, islands, gulfs, &c.,—answered all the questions with admirable precision and promptness. They were then asked, by a visitor, some general questions respecting their lesson, and amongst others, whether they had ever seen the earth, about which they had been reciting; and they unanimously declared, in good faith, that they never had. Do we not find here an explanation, why there are so many men, whose conceptions on all subjects are laid down on so small a scale of miles,—so many thousand leagues to a hair's breadth? By these absurd processes, no vivid ideas can be gained, and therefore no pleasure is enjoyed. A capacity of wonder is destroyed in a day, sufficient to keep alive the flame of curiosity for years. The subjects of the lessons cease to be new, and yet are not understood. Curiosity, which is the hunger and thirst of the mind, is forever cheated and balked; for nothing but a real idea can give real, true, intellectual gratification.—A habit, too, is inevitably formed of reciting, without thinking. At length, the most glib recitation becomes the best;—and the less the scholars are delayed by thought, the faster they can prate, as a mill clacks quicker, when there is no grist in the hopper. Thoroughness, therefore,—thoroughness, and again I say, *thoroughness*, for the sake of the knowledge, and still more for the sake of the habit,—should, at all events be enforced; and a pupil should never be suffered to leave any subject, until he can reach his arms quite around it, and clench his hands upon the opposite side. Those persons, who know a little of every thing but nothing well, have been aptly compared to a certain sort of pocket-knife, which some over-curious people carry about with them, which, in addition to a common knife, contains a file, a chisel, a saw, a gimlet, a screw-driver, and a pair of scissors, but all so diminutive, that the moment they are needed for use, they are found useless."

From the Cabinet and Visitor.

To the Editor of the Cabinet and Visitor:—

SIR,—A word to schoolmasters. The efforts made in this state, in behalf of Common Schools, within the last few years, have not been fruitless. Teachers have felt the stimulus; and their diligence, in successful preparation for the work, proves how easy it is for a generous public to remunerate itself. The Common School law has taxed the rich to educate the children of the poor. But the improvement which the very operation of this law has excited in our teachers, has, only by the ability to teach a greater amount for a given sum of money, been more than a double compensation for the school tax. So much for encouragement.

One prevalent delinquency, however, among teachers, should be noticed; and if *noticing* be not enough, I promise you the delinquent teachers shall hear the thunder of reform. It is a matter worthy of censure, as much so as quackery in medicine, or ignorance to the profession of law. I mean the butcheries our teachers daily perpetrate in their schoolrooms. Not the blood they shed with the ferule and the birch: but the dreadful havoc they habitually make of our mother English.

I send my boy to school to learn the English language. He learns from his grammar, that "a verb should agree with its nominative case; that *these* and *those* are demonstratives; that *them* is the objective case, plural, of the third person, of the personal pronouns. Very well; this is right. It is what I wish him to learn; but, when he has learned it, in his grammar, I do not wish him to unlearn it, in his teacher. What shall it avail, that my boy shall learn these lessons, in his book, and, during the very recitation of them, his master shall, by his example, teach him that that they are of no practical use?—The grammar tells him to say, *those* books, *those* rules. The master says, and this teaches him to say, *them* books, *them* rules. The grammar tells him, "the verb must agree with its nominative." The master says, and this teaches him to say, "You *dare's*nt do it." The grammar tells him, that *ought* is a defective verb, which admits of no auxiliary. The mas-

ter, by his slovenly, stupid example, tells him to say, and, of course, to write, "You *had* ought," and "They *hadn't* ought." The grammar teaches him to say, "I *did* not think it was *she*." The master says, "I *did* not think it was *HER*." The grammar teaches him to say, "Between you and *me*." The master says, "Between you and *I*." The grammar teaches him to say, "He *did* it." The master, in imitation of the prinking knights of the pin-box in New York, "He *DONE* it."

Now what do I, or what does my boy, gain by all his learning in the grammar, and unlearning from the teacher, this doing and undoing, this worse than waste of time? What consideration do I get from such a teacher for the money I pay him? None: he inflicts a positive injury on my child. He ought to be fined; at least, he ought not to be paid for what he has not done,—least of all, for mischief he has done.

Do we pay the lawyer who has, ignorantly or stupidly, brought the wrong action for us in court?—Do we pay the surgeon who has, ignorantly or carelessly, misplaced our broken bones? or the physician who has steamed us for the small-pox? And what comparison do my body, bones, and pelf, bear to the intellect of my children?

Let not the stupid charlatan who pretends to teach grammar, but talks gibberish, excuse himself by saying, "Grammatical accuracy is of little consequence, provided you make yourself understood." How else is he certain of being understood? To the scholars in an English school, there is no study so important as that of the English language; and there is no way of teaching it so important, as, by habitual example, to show the application of grammatical rules. In a word, there is no other way of teaching it.

The child thus taught, is, at an early age, led to discriminate between congruities and incongruities,—to think and to reason accurately. Yet there is no need of a continual criticism upon the diction of the child. The instructor is bound to teach grammatical accuracy in the conversation of his scholars. The selection of words—the choice of the phraseology adapted to different subjects and occasions—may be left to the growing judgment of the child.

THRIFTY.

From Annals of Education.

FACTS,

ILLUSTRATING THE CAUSES OF DEFECTS IN SCHOOLS.

We are persuaded that no single cause operates more effectually, in preventing the improvement of our common schools, than the negligent or imperfect mode in which examinations are conducted.—The following facts, which we have learned from an individual well acquainted with them, will show the manner in which they are conducted in some places in the State of —; and we fear this is but too correct when applied to other states.

In one of the towns in —, it is usual for one, two, or at most three, of the visitors, to examine candidates; and any number is considered as forming a quorum. The examinations are mere a form. The following will serve as a specimen of what frequently happens:

An instructor had by considerable effort, collected two or three of the visitors, when the examination commenced. "Have you ever taught school?" asked one of the Board. "Yes, once," was the reply. He gave the candidate an *English Reader*, and requested him to read a given passage. While he was doing this, another wrote him a certificate. But if a candidate has never taught school, a few questions on other branches are asked; though of no practical consequence.

In another town, so large a proportion of the Board of Visitors have no knowledge of Grammar or Geography, and are at the same time candidates for teachers themselves, that no effort to make these studies, subjects of examination, has hitherto been successful. This has been the case for many years.

In T—, the persons, constituting for many years past the Board of Visitors, are mostly relatives. In consequence of this, a favorite of one of the Board is regarded as the favorite of the whole, and often obtains a certificate when his literary qualifications are very inferior. Their schools are very low indeed.

In A—, the instructor has sometimes gone through with his term; and then for the sake of form, has been examined afterwards. At one of these mock examinations, a Visitor asked the instructor how she would pronounce the word *malign*. The answer being given correctly, the Visitor related an anecdote, and the certificate was written and presented. This constituted the whole of the process.

A person came forward for examination, and, what is quite rare, was rejected. She was deficient even in Spelling and Reading. But the district were determined on employing her. She was placed in the school, and a clamor was raised against the Visitors, who at length gave her a certificate.

In one or two towns adjoining the former, examinations are more strict. They are often continued for four or five hours, and a majority of the Visitors are present. Teachers are sometimes rejected. Out of six examined one evening, I saw two rejected, both of whom had taught in adjoining towns. In another instance a gentleman who had taught thirteen winters, was rejected because he did not understand grammar and geography. The district who employed him were enraged; and the visitors thought it expedient to compromise the matter for the sake of peace, and he was permitted to continue. A similar occurrence took place in the same town a few years before.

In another part of the state, an energetic Board of Visitors, in attempting to make improvement in their schools in the same manner, met with a similar difficulty, which terminated in the same way. Indeed it is generally considered hazardous, so far as I am acquainted, (with a few exceptions,) to reject a candidate who has taught before; and few are rejected at all; not one, it is believed, to a county, upon an average, annually; though there are two schools, (one for summer, and one for winter,) taught in sixteen or eighteen hundred districts annually.

In S—, it is customary to examine a candidate, and if he is thought qualified, permit him to teach upon trial. At the usual visit, if he is found qualified, the license is presented; if not he is dismissed.

Instances of dismissal after commencing are, however, very rare. One instructor was found so unfit to govern, that the scholars even cursed him to his face, with impunity, before the Board of Visitors; yet they did not dismiss him. He had taught one month; and was allowed to teach two more.

Measures of this kind are a *fruitful source* of the evils of our schools. School Inspectors ought to establish and make known a *standard of qualifications*, and insist upon it with strictness. We have never known means of this kind employed, without a gradual elevation of the character of the teachers and the schools.

HINTS ON EARLY EDUCATION.

1. Judicious mothers will always keep in mind that they are the first book read, and the last laid aside in every child's library. Every look, word, tone, and gesture, nay, even dress makes an impression.

2. Remember that children are men in miniature, and though they are childish, and should be allowed to act as children, still all our dealings with them should be manly, not morose.

3. Be always kind and cheerful in their presence—playful, but never light, communicative, but never extravagant in statements, nor vulgar in language nor gestures.

4. Before a year old old, entire submission should be secured; this may be often won by kindness, but must sometimes be exacted by the rod, though one chastisement I consider enough to secure the object. If not, the parent must tax himself for the failure, and not the perverseness of the child. After one conquest, watchfulness, kindness and perseverance, will secure obedience.

5. Never trifle with a child, nor speak beseechingly to it when it is doing any improper thing, or when watching an opportunity to do so.

6. Always follow commands with a close and careful watch, until you see that the child does the thing commanded—allowing of no evasion or modification, unless the child ask for it, and it is expressly granted.

7. Never break a promise made to a child, or if you do, give your reasons, and if in fault, own it and ask pardon if necessary.

8. Never trifle with a child's feelings, when under discipline.

9. Children ought never to be governed by the fear of the rod, or of private chastisements, or of dark rooms.

10. Correcting a child on suspicion, or without understanding the whole matter, is the way to make him hide his faults by equivocation or a lie—to justify himself—or to disregard you altogether, because he sees that you do not understand the case, and are in the wrong.

11. When a child wants that which it should not have, and begins to fret, a decided word spoken in

kindness, but with authority, hushes and quiets the child at once, but a half yielding and half unyielding method only frets and teases the child, and if denied or made to obey, ends in a cry.

12. It is seldom well to let the child cry it out, as the saying is. If put into a corner, or tied to your chair, it should not be to cry or make a noise. Indeed, crying from anger or disappointment, should never be allowed. A child soon discovers that its noise is not pleasant, and learns to take revenge in this way. If allowed to "vent their feelings" when children, they will take the liberty to do so when they are men and women.

13. Never allow a child to scry or scream on every slight occasion, even if hurt, and much less, when by so doing, it gratifies a revengeful or angry spirit. This should be especially guarded against in infants of ten, twelve, or eighteen months old, who often feel grieved or provoked, when a thing is denied or taken from them.

14. Never reprove a child severely in company, nor make light of their feelings, nor hold them up to ridicule.

15. Never try to conceal any thing which the child knows you have, but by your conduct, teach him to be frank, manly, and open—never hiding things in his hand nor slyly concealing himself or his designs.

16. Kindness and tenderness of feeling towards insects, birds, and the young, even of such animals as should be killed, if old, (excepting poisonous ones) are to be carefully cherished.

17. I am pleased with such children as allow those roses and other flowers, that blossom on the Sabbath, to remain on the tree to praise their Maker in their own beauty and sweetness. "This is the incense of the heart, whose fragrance smells to heaven."—*Abbot's Magazine*.

BOURDALOUE.

When we recollect before whom Bourdaloue preached; that he had, for his auditors, the most luxurious court in Europe, and a monarch abandoned to ambition and pleasure, we shall find it impossible not to honor the preacher, for the dignified simplicity with which he uniformly held up to his audience the severity of the Gospel, and the scandal of the cross. Now and then, and ever with a very bad grace, he makes an unmeaning compliment to the monarch. On these occasions, his genius appears to desert him; but he never disguises the morality of the Gospel, or withholds its threats. In one of the sermons which he preached before the monarch, he described, with infinite eloquence, the horrors of a licentious life, its abomination in the eye of God, its scandal to man; and the public and private evils which attend it; but he managed his discourse with so much address, that he kept the king from suspecting that the thunder of the preacher was ultimately to fall upon him. In general, Bourdaloue spoke in a level tone of voice, and with his eyes almost shut. On this occasion, having wound up the attention of the monarch and the audience to the highest pitch, he paused. The audience expected something terrible, and seemed to fear the next word. The pause continued for some time; at length, the preacher, fixing his eyes directly on his royal hearer, and in a tone of voice equally expressive of horror and concern, said, in the words of the prophet, "Thou art the man!" then, leaving these words to their effect, he concluded with a mild and general prayer to heaven for the conversion of all sinners. A miserable courtier observed, in a whisper, to the monarch, that the boldness of the preacher exceeded all bounds, and should be checked. "No, sir," replied the monarch, "the preacher has done his duty; let us do ours." When the service was concluded, the monarch walked slowly from the church, and ordered Bourdaloue into his presence. He remarked to him, his general protection of religion, the kindness which he had ever shown to the Society of Jesus, his particular attention to Bourdaloue and his friends. He then reproached him with the strong language of the sermon; and asked him, what could be his motive for insulting him, thus publicly, before his subjects? Bourdaloue fell on his knees: "God," he assured the monarch, "was his witness, that it was not his wish to insult his majesty; but I am a minister of God," said Bourdaloue, "and must not disguise His truths. What I said in my sermon is my morning and evening prayer:—May God, in His infinite mercy, grant me to see the day, when the greatest of kings shall be the holiest." The monarch was affected, and silently dismissed the preacher: but, from this time, the court began to observe that change which after-

ward, and at no distant period, led Lewis to a life of regularity and virtue.

CHANGES OF WORDS.

The proper indefinite article in English is *an*; an book or an egg; an apple or an pear. When we say, as we do now, "a pear," we have lost the *n* in *an*. We do not add *n* when we say an apple. The grammars tell us *a* is made *an* before a vowel. It is not so. *An* is made *a* before a consonant. The *n* is dropped. *An* is the indefinite article, in the German *ein*, and in the French *un*; in these languages the *n* is one dropped as in English. The numeral *one* is the same word; and an apple means one apple. We may often hear foreigners talk about giving one shilling to a man, for a shilling, or seeing one play, for a play. In the same way we are told that in forming the plural of *lady*, *y* is changed to *ie*. Now, this is not the right way of putting it. The old way of spelling *lady* is *ladie*, and the plural, of course, *ladies*. Well, in the plural the old way is kept; no change is made. But in the singular, the *ie* has been altered to *y*; so that it is the singular, not the plural, that has been changed. Now we spell the plural of *day*, *days*; but formerly it was *daies*, and the possessive singular, *daies*, also.

In many languages there is a transition, not altogether unnatural, from lowness of condition to lowness of character. It is so in Greek, and it is so in English. A *villain* was originally only a *villainus*, or inhabitant of the ville, dependent on the great man or lord of the soil; now a villain is a *knave*.—But a knave was formerly only a servant, nay, before that only a boy. The German *knabe* is now a boy, but the English, after becoming a servant, has now become a rogue. Wickliffe's version of the Bible has, "Paul, a knave of Jesus Christ's," that is, a servant. In the same way, though *colere* in Latin meant to till the land, and *colonus* a tiller of the land, the English *clown* means not merely a countryman, but a countrified or rustic man. So, though the German *bauer* means to till the land, and *bauer*, a countryman or peasant; the English *boor*, which is the same word, means more, and implies something of the clown, and the adjectives boorish and clownish are nearly synonymous. In the word neighbor, that is, *nigh-boor*, the word has lost its peculiar meaning. Now, on the other hand, while countrified, clownish, boorish, and rustic, imply something coarse; *civil*-*ified* implies something polite, as we see in the word *urbane*, from *urbs*, "city," or *civil*, from *civis*, "a citizen."—*New-York Observer*.

KNOWLEDGE.

A chief distinction of the present day, is a community of opinions and knowledge amongst men, in different nations, existing in a degree heretofore unknown. Knowledge has, in our time, triumphed, and is triumphing over distance, over differences of language, over diversity of habits, over prejudice, and over bigotry.

The civilized and christian world is fast learning the great lesson, that differences of nation does not imply necessary hostility, and that all contact need not be war. The whole world is becoming a field for intellect to act in. Energy of mind, genius, power, whosoever it exists, may speak out in any tongue, and the world will hear it. A great chord of sentiment and feeling runs through two continents, and vibrates over both. Every breeze wafts intelligence from country to country; every wave rolls it; all give it forth, and all, in turn, receive it. There is a vast commerce of ideas; there are marts and exchanges for intellectual discoveries, and a wonderful fellowship of those individual intelligences, which make up the mind an opinion of the age. Mind is the great lever of all things; human thought is the process by which human ends are ultimately answered; and the diffusion of knowledge so astonishing in the last half century, has rendered innumerable minds, variously gifted by nature, competent to be competitors, or fellow-workers, on the theatre of intellectual operation.—*Webster*.

CHILDREN!

How little do they who have grown up to man's estate, trouble themselves about the feelings of children! It would really seem as if they fancied children were destitute of all those fine and delicate springs of emotion, which are recognized in matured life, and are the sources of all our joys and sorrows. It is time that the grown-up world went to school to

some one who has not forgotten the tender susceptibilities of childhood; that it may learn to sympathize with the little sufferers. This germinating bud has within its folded recesses all the beauty and the fragrance of the flower; the gentle distillations of heaven sink as sweetly in its secluded shrine, and the sunbeams fall there as soothingly, as on the prouder petals that would claim all to themselves.—How many a sweet spirit withers beneath the blighting frown of an unsympathizing guardian; how many a one retires to weep in solitude because it is not loved as it would be, and is not comprehended in its affection! We little imagine what arcana we read, when the words "of such is the kingdom of heaven," pass our unheeded utterance.

Pestalozzi may almost be considered as the father of popular instruction, and as the greatest benefactor to the cause that has yet appeared. He was born in 1745, and died in 1827. The scene of his labors was Switzerland, but by his example and writings he diffused a new spirit among the schools of primary instruction all over the continent, and materially changed their character. His influence has been felt, where his name even has not been heard. His leading principle was, that the mind should be governed by love, rather than by fear; that the school-master should become the affectionate parent, instead of the dreaded tyrant; that he should mould the will, rather than coerce it. He contended that whoever was incompetent to gain the affections of a child, was unfit to teach even the elementary principles of religion to a child; for without love to man, there could be no love to God.

The mother of the family, being one of its heads, and having a more immediate charge of children, ought to be intelligent in mind, pure in language, and always cheerful and circumspect. As the instructor of her children, she should herself be instructed.

SHALL AND WILL.—"Will" in the first person, and "shall" in the second and third, signify resolution. Simple futurity is expressed by "shall" in the first, and "will" in the two others. The future of determination is as follows:

I will, thou shalt, he shall,
We will, ye shall, they will.

The simple future is—

I shall, thou wilt, he will,
We shall, ye will, they will.

Always recollect that it is not the resolution of the person spoken of, that these terms are at any time employed particularly to express, but of the speaker. Will, therefore, is employed for simple futurity in the second and third persons, and it is even appropriate where an event is mentioned that is opposite to the inclination of the person who is the subject of the assertion. We say, "If you become obnoxious to the criminal law, you will be punished." Examples: "I will have my revenge"—expressing resolution; "I shall tell you the whole matter when we meet"—"I shall go home"—a simple notification of what we mean to fill up our future time with. The other two persons have always the contrary to the first.

The acquisition of knowledge is in itself a positive good; the man who has his mind open to the perception of surrounding objects, and is led to inquire into and reflect on their nature and properties, has much greater capabilities of happiness—has much greater chance of understanding and fulfilling the duties of his station, than if brought up in gross ignorance, without ever having exercised his intellectual powers.—*Journal of Education*.

There is no situation in life so high that must not, after all, owe its highest enjoyments to feelings with which mind is connected; there is none so low which may not be cheered and refined from the same source. Independent of all worldly considerations, mental pursuits invariably bestow a rich reward on their votary, in the delight attendant on their cultivation, and the temporary oblivion at least of all anxious cares in the abstraction they require.

We only become moral men when we accustom our affections and talents to be directed by reason. *Journal of Education*.

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